

Subject: Geography	Year 4 : Spain (settlements)	Spring
<p>National Curriculum objectives Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
<p>To begin this unit, the children should have already learnt: Countries of the UK. (YR2) Capital cities of countries of the UK. The features and differences between a village, town and city. That the world is split up into sections called continents., (YR2)</p>	<p>The learning in this unit will prepare the children to learn these things in the future: That climates become more varied in locations further from the equator. (YR5) That a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. (YR5) The names of some countries the UK exports goods to. (YR5)</p>	
<p><u>Key Enquiry Question</u> Where is Spain and what are its human and physical features? What is the climate and culture of Spain?</p>		
<p style="text-align: center;">To achieve ARE, pupils will need to be secure in the following knowledge:</p>		
<p><u>By the end of this unit, children will know:</u></p> <ul style="list-style-type: none"> ● Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar. ● The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France. ● Spain is divided into regions. In the UK they are called counties, but in Spain they are called ‘autonomous communities’. ● Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. ● Spain has three climates. It grows different crops in each one. ● Spain’s cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi’s Park Guell in Barcelona, La 	<p>Vocabulary Countries Capital cities Borders Rivers Mountains Climate Crops Architectural Ancient Traditional Community</p>	

<p>Sagrada Familia cathedral. ● Traditional dance is called flamenco and a traditional meal to be shared is paella.</p> <ul style="list-style-type: none"> ● Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain ● Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters ● To know some of the significant places in Madrid and where these are in relation to each other using 8 point compass directions (to include - the Royal palace, Parque del Retiro, Josep Tarradellas (Madrid partner school) and Museo Nacional Centro de Arte Reina Sofía, a modern art museum housing famous works by Pablo Picasso) ● To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames. 	<p>Madrid Barcelona Mediterranean Climate Semi-arid</p>
<p>By the end of this unit, children will be able to do:</p> <ul style="list-style-type: none"> ● Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps. ● Use geographical vocabulary to describe the physical attributes of an area. ● Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. ● Populate a comparison table to show differences and similarities between the UK and Spain. 	<p>Resources: Google maps Google earth Atlases Globe</p>